Cover Sheet: Request 11781

OTH 6722 Professional Development in Occupational Therapy

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending
Submitter	Myers,Christine T ctmyers@phhp.ufl.edu
Created	8/22/2017 12:27:27 PM
Updated	8/24/2017 2:44:21 PM
Description of request	Provides structured learning experiences that facilitate professional development and the transition to professional roles.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Occupational Therapy 313303000	Pugh, Emily Strayer		8/22/2017
Added OTH 6722 Professional Development.docx					8/22/2017
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		8/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 11781

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Description of request: Provides structured learning experiences that facilitate professional development and the transition to professional roles.
Submitter: Myers,Christine T ctmyers@phhp.ufl.edu
Created: 8/22/2017 12:27:27 PM
Form version: 1

Responses
Current PrefixOTH
Course Level6
Number 722
Lab Code None
Course Title Professional Development in Occupational Therapy
Effective Term Spring
Effective Year 2019
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?Yes
Current Credit Hours2
Proposed Credit Hours1
Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?No

Change Co-requisites?No

RationaleA request to modify OTH 5722 Professional Development in Occupational Therapy was submitted in 12/2016. This request included the change to a 6000 level course, an increase in credit hours from 1 to 2, and an implementation date of Spring 2018. This current request proposes: (1) the implementation date be changed to Spring 2019 in order to accommodate the Masters in Occupational Therapy students who will need to enroll in OTH 5722 in Summer 2018, and (2) that the credit hours change back to 1 credit. The rationale for keeping the credit hours at 1 credit is that the original proposal added career development content to the course, however, this content is also taught in the OTD 3rd year course OTH 6705 Leadership and Professional Development resulting in a duplication of content. The revised syllabus reflects the removal of this content and the use of a blended learning approach for this course.

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6722 Professional Development in Occupational Therapy (1 credit)
Spring, 2019
Delivery Format: Blended

Instructor Name: Christine T. Myers, PhD., OTR
Room Number: HPNP, 2111
Phone Number: 273-6128 to make an appointment
Email Address: ctmyers@phhp.ufl.edu
Office Hours: Tuesday, 3:00 to 5:00 PM

Prerequisites: Enrollment in the OTD degree program and OTH 6xxx Foundations of OT

PURPOSE AND OUTCOME
Provides structured learning experiences that facilitate professional development and the transition to professional roles.

Students will engage in the process of professional development: self-reflection and self-assessment, identification of specific individual competencies for development, goal setting, and selection of educational, professional development and growth activities. Students will list professional, educational and personal growth goals, plan and document participation in identified professional development and growth activities, and construct a professional development portfolio.

Relation to Program Outcomes: This course begins in the second semester in the program, and terminates with a grade in the 9th semester. Students are expected to develop an e-portfolio that documents their professional development. This course documents successful professional growth and transition to advanced roles.

Student Learning Objectives: ACOTE Accreditation Standard B.9.0

1. To monitor and document progress toward successful professional growth and toward a successful transition to clinical roles; to identify areas of strength and weakness, and devise a plan of educational and professional growth.
2. To assess additional learning needs and organize professional growth activities toward self-identified educational, professional or career outcomes.
3. Effectively work and communicate interprofessionally with those that provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.
4. Describe and discuss professional responsibilities in the context of a variety of service delivery systems.
5. Explain and justify the importance of supervisory and mentorship roles, responsibilities and collaborative relationships.

Instructional Methods
Students will meet in class and engage in workshop and seminar-like activities to prepare for their roles as professional health students.

DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)
1		Introduction to Development as a Professional
2		Adopting a Professional Role

Week	Date(s)	Topic(s)
3		Mentor/Mentee Relationships
4		*Small group online discussion:* Envisioning Your Professional Career Path
5		*Online:* Self-Assessment – Personal traits
6		Writing a Mission Statement and Professional Goals
7		*Small group online discussion:* Sharing Mission Statements and Goals
8		*Group Mentor Meeting*
9		Implementing a Professional Development Plan
10		Strategies or Tools for Professional Development
11		*Online:* Measuring your Performance *Small group online discussion:* Giving and receiving Performance Feedback
12		Continuing Competence – Best Practices
13		*Individual Mentor Meeting*
14		*Online:* Peer review – Professional e-Portfolio
15		*Online:* Peer review – Professional e-Portfolio

ACADEMIC REQUIREMENTS AND GRADING

Required
Computer/Laptop/ or Tablet with web cam, speakers, microphone, and internet access.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2 <br> https://lss.at.ufl.edu/help.shtml

Assignments
Students will submit portfolio via CANVAS or other portfolio software program. After generating a vision statement and a list of professional goals, student will plan and document participation in identified professional growth and development activities that they will engage during their time in the program. A grade for this class will be submitted following completion of OTH 6xxx Leadership and Professional Development.

Grading
This course is graded on a pass/fail basis. The portfolio will be graded by the assigned mentor based on the mentee having met the goals of the course and the individually identified professional development goals. A grading rubric based on the depth and breadth of the contents of each section of the portfolio will used to determine satisfactory completion.

Letter Grade	I	NG	S	U
Grade Points	0.0	0.0	70.0	69 or below

In general portfolio contents will include:

I. **Vision Statement and identification of professional goals:**
Vision Statement should address perceived career progression at 3 years and 5 years.

Professional development goals are learner oriented statements that delineate expected performance, that are readily understood, action oriented and measurable. Goals should address actions to be taken during MOT school and during the first 3 years of your career.

II. **Documentation of participation** in professional development activities from each of the following categories.
- Credentials: education, certifications, licenses, professional memberships
- Honors, Recognitions, Awards, and Achievements: student awards and scholarships, residencies, fellowships, etc.
- Professional Service: national, state, university, college, local and community leadership and service activities.
- Scholarly Activities: publications, research activities, grants, presentation activities, performance evaluations, etc.
- Educational Activities: learning opportunities and incidents outside the formal classroom (attending or participating in lectures, presentations, conferences, workshops, etc.)
- Community volunteer activities: community service and volunteer activities.
- Professional Memberships : student, local, state and national

III. **Self, peer and faculty (including, Clinical Educators)** evaluations using OTAS or fieldwork Level 1 performance evaluations.

IV. **Summary and reflection on OTD Program Student Learning Objectives (see course website and/or *OTD Student Handbook*):** Student will reflect and discuss a minimum of 3 objectives that you feel that you have made significant progress in mastering to this date, and a minimum of 2 objectives that you feel will you gain entry-level competency in the future.

Policy Related to Make up Work: The portfolio and all in class work is due on the date assigned unless otherwise instructed. Late assignments are subject to a grade reduction if accepted. See the *MOT Student Handbook* for policies related to late or made up assignments.

Policy Related to Required Class Attendance: Graduate OT students are required to attend all class activities. See the *OTD Student Handbook* for policies related to attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Professional Behavior is expected at all times, and can be defined as:
● Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
● Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
● Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
● Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
● Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.

● Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
● Professional attire in lectures and labs when there are guests, in all clinics and site visits.
- Clean long khaki or black pants that remain fitted when moving and bending.
- Standard OT Polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
- Clean, closed toe shoes with adequate base of support.
- Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
● Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
● Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities: If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health: Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu . On line and in person assistance is available.
You Matter We Care website: http://www.umatter.ufl.edu /. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.